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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXVIII.

ST. LOUIS, MISSOURI, DECEMBER 9, 1895.

No. 12.

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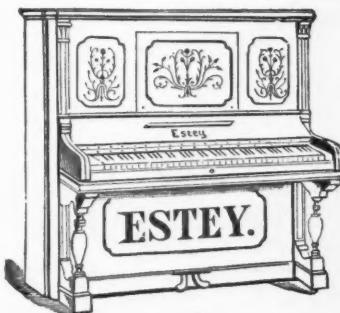
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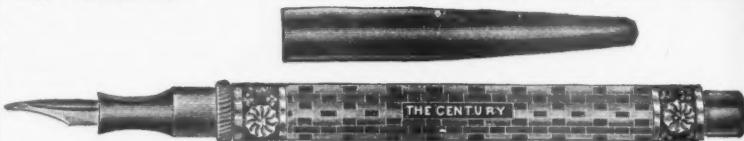
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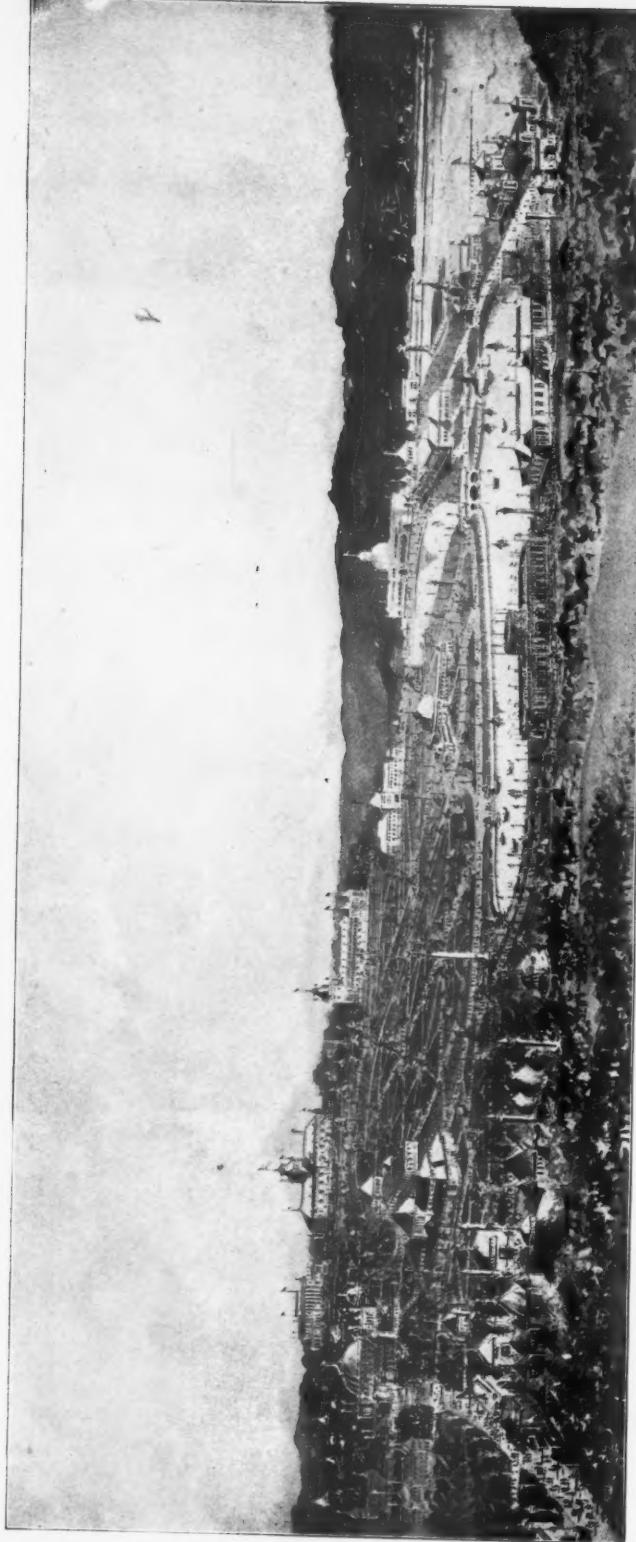
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THE SAFETY OF A REPUBLIC

VOL. XXVIII.

ST. LOUIS, MISSOURI, DECEMBER 9, 1895.

No. 12.



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THE JOURNAL'S CREED.

WITH the change in its editorial department, beginning with the present number, the AMERICAN JOURNAL OF EDUCATION offers its readers the following assurances:

1. It believes that in education, as elsewhere, mere theorizing without reference to practical results is mere dreaming. Thought is idle that does not guide action.

2. Conversely it believes that any attempt to attain practical results without the guidance of carefully reasoned theory must involve much disastrous blundering.

3. The JOURNAL proposes, therefore, on the one hand, to seek out and to present in summary form the methods that in actual practice have been found to produce the best results in the schoolroom, and on the other hand it proposes to subject methods and appliances alike to the test of careful criticism and comparison.

New and untried schemes will be cross-examined to see whether they consist of mere dream-substance or whether they are indeed substantial revelations enriching the possibilities of practical attainment in the educational field.

4. The JOURNAL believes, further, that education, in the stricter sense, can be rightly understood only when it is regarded as one essential aspect in the whole organic evolution of the human race; though also in its larger significance education must be regarded as nothing less than the entire process through which the human race is gradually approximating perfection.

5. The JOURNAL also believes in the divine origin, and not less in the divine destination of man. In other words it believes that the evolution of humanity is nothing else than the unfolding of divinity in humanity.

6. It believes, therefore, that every new proposal in education must justify its claims to acceptance by proving itself not merely to include, but also to have organically assimilated all valid elements hitherto developed within the same sphere. For, as cannot too often be repeated, education is a growth and not an accretion. It is even a matter of fate and not of arbitrary choice, if only we understand by our doctrine of "predestination" the necessity of self-consistency which inheres in reason, and above all, in the divine reason that rules ultimately in the evolution of humanity. For not otherwise can humanity *evolve*. Otherwise humanity can only *retrograde*.

Self-inconsistency—for individual and for race alike—means self-nullification.

And the *self* to which individual and race are bound to be true if they would prove fit to really survive and participate in the actual evolution of humanity—that *self* is the divine creative Self whose real presence gives actual unity and continuity as well as infinite significance to human history.

It is this truth of which every educational theory possessing any measure of vitality is a more or less reassuring glimpse, and which thus reappears in richer practical outgrowth from age to age—richest of all in the lives of peoples inspired with the thought of the great seers and joining in the work of the great reformers.

7. Hence this JOURNAL believes, also, that all true education is *one*, is a *whole*, of which the perfect Mind is the true model to be aimed at, and each individual human mind the subject in which the realization of that type is above all to be sought. And this means that there are not *educations*,—as if “physical education,” “intellectual education,” “aesthetic education,” “moral education,” could rightly be set one over against another as possible rivals for exclusive adoption!—but that these are, each and all, essential phrases of *education* in its true import.

8. On the contrary we believe man is man, simply and solely because of his spiritual nature—a nature necessarily involving immortality and unending improvement in and for individual man. And for this reason it is urged, and will continue to be urged as occasion offers, that the true co-ordination of the various phases of education cannot be effected by the simple

process of assuming that all these phases are of equal value in the total life of man, and that therefore each is deserving of equal attention with every other. Above all it is believed that what is called “physical education” is valid only because and in just so far as man animal is the proper servant of man spiritual, only because and in so far as the human body is organic to the human soul. So that the truth of “physical education” is still spiritual and consists precisely in this: That the soul shall be brought into fullest measure of command of the body as its own immediate instrumentality. And as for “intellectual education,” “aesthetic education” and “moral education,” these are indeed co-ordinate and even mutually inclusive aspects in the total spiritual life of man; so much so that to neglect one is thus far to sacrifice all. For intelligence is clearer and more vigorous from right feeling; as feeling is purer, richer and worthier from right knowing. All which implies a worthily *willing* mind, which again is possible only in so far as knowing and feeling are consistently unfolded.

9. But this implies the further conviction that teaching is a sacred calling which none but those of fully rounded education have any right to assume. Only a rightly trained intellect can lead groping intellects into clear knowing. Only one who knows and feels the abiding rhythm of the world can aid others in apprehending and appreciating true beauty. Only he who *lives* the truth can awaken in others a genuine desire for true living. Can the blind lead the blind aright? Can he who only croaks lead others to sing? Can the hypocrite teach sincerity or the sot sobriety?

10. In accordance with such roughly outlined creed the JOURNAL will devote itself to the cause of better defined theories in education, of more efficient practical methods in the school-room, and of a higher estimate of the worth and worthiness which the deepest interests of every community demand and which every community ought to be awakened to demand imperatively on the part of every teacher in its midst.

THE Indiana School Journal for October contains the significant information that seven counties in that State “have made arrangements whereby all pupils may have high school privileges,” that several other counties in that State “have made arrangements whereby all pupils may have high school privileges,” that several other counties have made partial provision for such work, and that “it is safe to say that within the next two years a majority of the counties will have free high school accommodations for all pupils.”

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It is said that wisdom begins in wonder. But so does folly. There is infinite difference between the wondering look upward and the wondering look downward.

AN enthusiastic and interesting account, by Gussie Packard Du Bois, of "the Chicago Plan" for "Home Reading for the Secondary Schools," is given in the October *School Review* (Cornell and Colgate Universities). They have so many high schools in Chicago as to require a special "Superintendent of High Schools." It appears, too, that by some strange divine blunder they have selected for their "Superintendent of High Schools" a man of ideas and of earnest purpose—by name, A. F. Nightingale. This is shown by the simple, practical plan he has worked out for encouraging and guiding pupils in their reading during the four years' course in the high school. Each school has a carefully selected library of the best among the best in science, in literature, in history—forty books—each book duplicated according to the needs of the school—for each year, though no pupil is expected to read more than a dozen books in a year.

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If the present writer were to venture a word of his own in this connection, it would be a suggestion by way of reminiscence. During the war three or four of us formed ourselves into an informal reading club, buying each a special—and specially cheap—volume of Dickens, or Thackeray, or Dumas, etc., whenever we could reach a book-stall. These were exchanged, lit-

erally read to pieces, and thrown away. No baggage allowed, or possible. But occasionally a fine epigram summed up whole pages. Too good to lose! Memory not to be trusted! What to do? Simple enough. A little blank book gradually filled with such pressed leaves from the gardens of the gods! Book lost. No matter! Memory re-inforced, judgment exercised, vocabulary extended, ideals defined—results not altogether losable.

Couldn't the note-book be profitably utilized in such a course of reading as Prof. Nightingale's?

EDITOR WINSHIP, of the *Boston Journal of Education*, doesn't seem to think there is much magic in the terms: *apperception and correlation*; in which we cannot but agree with him. Indeed in some extreme cases that have fallen under our notice, the attempt to conjure with these words has been so striking in effect as to remind one (just a little), of a lady fond of using the word "evolution;" and who, being abruptly, not to say cruelly, asked to define it, declared bravely that "evolution is the development of—the, the unfolding of—evolooshun, don't you know?" To which the silence of the company gave such emphatic consent that the lady could not but be perfectly satisfied.

Meanwhile every right-minded person must also agree with Mr. Winship in heartily recognizing that the men and women who have attempted to give currency to these new terms in the educational vocabulary, far as the terms are as yet from clear definition, are worthy of all praise for their sincerity and enthusiasm in educational work generally. For such sincerity and enthusiasm have not failed and cannot fail to prove elements of a true inspiration resulting in such refining and quickening of spirit as

must at length define itself with perfect clearness, both in thought and action. Clearness and consistency of logic are, after all, but outer aspects of inner singleness and sincerity of soul. Otherwise "good logician" means "good juggling."

IN another column our readers will find a letter from State Superintendent Kirk concerning the "National Herbart Society." The JOURNAL gladly joins in calling attention to any and every earnest effort to deepen interest in and to give clearer definition to the work of education. What was lacking in clearness and adequacy in Herbart's theories doubtless the Herbartians will sooner or later supply. Perhaps, also, as this takes place, they will insist less on the name, however useful as a symbol for the time-being it may prove to be.

THE blusterer always imagines himself a superior "disciplinarian" and scoffs at the teacher who does his work easily and smoothly as having "no discipline." The former creates disorder, quells it with difficulty, and congratulates himself on his own rare gifts. The latter evokes order by his own genial, self-poised manner, creating confidence and rhythmic activity by his very presence.

A MAN of innuendos, like the cowardly cuttle-fish, inks the medium in which he moves and scurries away in the shadow of his own cloud.

Two great advantages enjoyed by teachers in the public schools by trading at Famous, Broadway and Morgan. First, accounts are opened with them; second, they are entitled to special terms on all their purchases. All teachers are respectfully asked to patronize this popular firm.

THE Northern Illinois Teachers' Association is evidently a thoroughly wide-awake organization. The programme of their October session shows a rare definiteness and unity of purpose. The general subject giving unity to the work of the session was the very vital one of "The Relation of the School Work to the Life Work."

Three short papers are printed with the programme, severally treating the given theme from the editor's point of view, from the physician's point of view and from the minister's point of view. An outline of a course on "Education into Citizenship," by Col. Francis W. Parker, is also given, while the pamphlet closes with an interesting circular letter containing questions as to the practicality of the present course of study, with specimens of the answers called out.

Very different points of view are presented as to what really is of "practical" value in education, from the assumption that such value is to be estimated on the basis of facility in adding columns of figures and in general of fitting a boy for the merest routine of business life, to the assumption that no education is practical that does not have for its core the defining and invigorating of character.

And surely this latter is the right point of view. Accuracy in work, fidelity to principle, such is the two-fold character of education. Facility first and character after means the turning of the multiplication table into a defalcation table, just as increase in reliability is the one sure way of decreasing liabilities.

The demand that finished accountants shall be turned out from our schools is simply part and parcel of the current apotheosis of money. The only rational demand that can be made upon our schools is that they shall do their part,

along with the other institutions of modern civilization, in aiding our boys and girls to become intelligent, honest, self-respecting and mutually respecting men and women.

THE NATIONAL HERBART SOCIETY.

BY STATE SUPT. JOHN R. KIRK.

LETTERS of inquiry regarding the National Herbart Society are received so frequently at this office that I trust I may be pardoned for offering a brief statement, in addition to those which have already appeared, as to the nature of this new movement.

The society effected a permanent organization during the recent session of the N. E. A., at Denver. Its purpose is a "Scientific Study of Teaching."

Membership is secured by sending one dollar to Dr. Chas. A. McMurray, Normal, Ill. "When four or more members wish to form a local club, the membership is fixed at seventy-five cents for each person." The year book is sent free to all regular members. One or more pamphlets additional thereto will be sent free to each member during the year. The first year book is a volume of 140 pages devoted to Educational Values, "Concentration," and "Culture Epochs." Its contents were prepared for discussion at the Denver meeting. The year book without membership may be secured by sending Dr. McMurray fifty cents.

While perhaps not a Herbartian, I for one am compelled to admire the patient industry and unfeigned enthusiasm with which the leaders of this Society go about the Solution of the great questions of child nature and human development. The doctrine of 'Concentration'

may never be realized in practice; it may not be true. But the man or woman who does not have some new nerve currents set into action by Dr. Frank McMurray's discussion of the subject is either pretty well "up to date" in all matters or else past the point of possible pain by vivisection. And so the doctrine of "Culture Epochs" may never be demonstrated to be true; yet Dr. Van Liew's treatment of that subject is, as it seems to me at least, profoundly impressive.

These men are in earnest. They are thinking. They are not superficial. They are digging for bed rock. They do not dwell among dogmas. They are invading the realms of the concrete and tangible. In spite of myself they make me think. I therefore beg leave to commend their Society to teachers of Missouri who are trying to discover and understand the Science of Teaching.

JEFFERSON CITY, Mo., Oct. 21, 1895.

TAKE the Teachers' Excursion," over the "Holly Springs Route" to Atlanta. Leave home the day after Christmas, spend three days at the great Exposition, and return in time for School after New Year's.

We also commend to the notice of our readers Superintendent Kirk's circular in answer to questions frequently asked as to the text-book law of Missouri.

If I defy the opinions of the community I lower myself in my own esteem; for I am a part of the community.

Have you yet thought about that Christmas Present or New Years' Gift you are going to favor some one with? It will be interesting to you to know that Famous, Broadway and Morgan, is now showing an extraordinary assortment of holiday novelties suitable for presents. Now is the time to make your selections, and anything you buy can be laid aside and delivered at any time you wish.

NUMBER 4, Volume IV of the *University Extension World* (University of Chicago Press), contains a short article on "The Farm Home Reading Circle," which ought to be of interest to every farming community. Teachers in such communities would do well to secure the number mentioned, introduce the plan and induce the people of their locality to put the plan in practical operation. The article includes an excellent list of books under each of eight different heads.

BE careful of the weak ones that they be not "tempted above what they are able to bear." Be not over-solicitous because of the faults they actually commit. As was long ago said, each one of us is but "struggling and stumbling toward wisdom and virtue." Forgive and encourage so long as there is genuine effort toward improvement. Nothing but flippancy compels severity!

THERE are people who can never be sure the wheels of the universe are turning until they put a pebble between the cogs. Sometimes the pebble proves to be a bomb; but the wheels go on turning just the same, only, for a good while after his experiment, the experimenter is chiefly occupied in a search for unity in the variety abruptly developed in his own substance.

MANY a pupil pretends to be worse than he is because he has been led—maybe by his teacher—into the folly of supposing it is "smart" to be bad.

BOHEMIA borders on Turkey. Perhaps that is the reason why zouave breeches are becoming so common.

"PATRIOTISM AND THE FLAG."

As commonly understood, he is a patriot who is willing to die for his country. As less commonly understood, he is a patriot who actually lives for his country's good. And if the truth were once clearly ascertained, it must be recognized as true beyond all question that he who dies to any good purpose for his country must have already lived worthily as its citizen.

Still deeper is the truth that he only can worthily live for his country who is *always* dying in its behalf. Nay, there is no worthy life whatever that does not involve incessant dying. If I am to live the life of a good citizen I must "die daily" to every form of idleness and profligacy. It is not enough that I perform all my formal obligations to this or that neighbor. It is not enough that I pay punctually my share of the universal tax. I can live the life of a good citizen only so far as I am absolutely faithful to all the subtler domestic and social relations.

The rogues' gallery is filled from the ranks of those who take for their motto: "It's nobody's business what I do out of business hours;" and the way of the fool is through the rogues' gallery, to the galleys, or the gallows. And he who dreams that his duty has "hours" is already in the gallery. Whatever the key, "playing the races" is ever the orchestra of the "dance of death."

Let, then, the symbol of Patriotism be unfurled above every school, and let its subtlest suggestions respecting the reality which it symbolizes be made clear to each succeeding generation of growing citizens! The life of the nation is the product of the lives of the individuals composing the nation, and a "double life" is in truth only a divided life and constitutes an element of death in the life of the nation.

With its red blood of vitality and its white light of truth and its blue heaven of hope filled with the starry ideals of divine manliness, the "dear old flag" may well be taken as a perennial text for lessons in genuine life-consuming, life-renewing patriotism.

THE Illinois State Teachers' Association will be in session at the State House, Springfield, from Wednesday evening, Dec. 25 to Friday evening Dec. 27. W. B. Powell, of Washington, D. C., will read a paper on Manual Training. Dr. Edward Shaw, New York City, and Prof. Richard G. Moulter, Chicago, will deliver the annual addresses.

BACON, in his tract on "The Advancement of Learning," makes his plea for the study of grammar. He said, "The duty of it is of two natures; the one popular, which is for the speedy and perfect attaining of languages, as well as for intercourse of speech as for understanding authors; the other philosophical, examining the power and nature of words, as they are footsteps and prints of reason."

MANY prominent educators are arranging to spend their holidays at the Atlanta Exposition. It will be a splendid chance to see the South and meet the educators from that sunny land. Are you going? Why not join the Teachers' Excursion, over the "Holly Springs Route"—Cairo Short Line & Ill. Central Railroads. The rates are very low. Write George E. Lary, G. P. A., St. Louis. He will tell you all about it.

WE shall find that people who take but a few points into account find it easy to pronounce judgment.

Teachers in the public schools—where do you buy your wearing apparel? Please bear in mind that Famous, Broadway and Morgan, opens accounts with you and gives you special terms on all you buy, no matter in what department of the house you make your purchase.



MODERN EDUCATION.

BY WILLIAM M. BRYANT, M.A., LL. D.

XII.

BUT if anything has been clearly demonstrated through modern research it is: That *comparison* is the surest means to the attainment of accurate knowledge in any field. Nay, it is even indispensable to such knowledge. And nowhere have the proofs of this been more conclusive than in the department of language. For example, the same method has shown, on the other hand, that you must know the full history of the lion in order to really *know* the given object which you call a lion; and, on the other hand, that to really *know* the *word* lion you must know its origin and the history of its development. Further, to really know the *lion* you must know its historical kinship—i. e., its genetic relation within the whole compass of animal life. And so, too, in order to really *know* a language you must know its organic relationship to other kindred tongues.

Again, from a somewhat different point of view, one can easily see how great a measure of truth there is in Goethe's striking paradox: "He who knows but one language knows none." For any given thought becomes better defined in one's mind by the very effort to translate it from one language into another. And this becomes the more evident when we reflect that "translating" really means the disengaging the thought from a given form and the clothing it again in another form—the thought itself being preserved in its integrity during the entire process.

Rightly conducted this is one of the most profitable of all educational exercises. In fact there is no other exercise that can be made to serve the same end; the end being to cultivate the power of close attention to a given thought as adequately and accurately expressible in either of several forms, each of which, instead of serving as a merely external, artificial wrappage, appears in turn rather as the organic form spontaneously unfolded by the thought itself.

It is on the ground here intimated that, as I cannot but think, the study of a foreign language ought to be introduced into school work at farthest by the end of the third year and continued throughout the course. And because of the greater ease of acquisition—both from simplicity of form and from similarity in mode and substance of thought—a modern language ought to be chosen for this earlier work.

But here again the quality of the thought as well as the degree of finish of the form ought to decide which of the modern languages should be chosen. Whence it is very evident that for English speaking people the choice must be between French and German—each with an inexhaustible literature of the finest quality both in form and in substance, however wide in many respects the actual difference may be. Were it practicable, indeed, *both* would be far better than either alone.

At the same time the limits of possible attainment must necessarily be kept distinctly in view. A reading knowledge of either of these languages is all that could be expected within the limits of the district school, and this much could be accomplished with comparative ease. The simple essentials of grammar (without text-book) could be developed along with the reading lessons, and especially in connection with the translation exercises;

in the latter the *comparison* of grammatical forms (with English) also appearing. And doubtless even here the chief danger would be the giving undue emphasis to the formal side; that is, to extreme niceties of pronunciation and to the minuter details of grammatical form. The disastrous results of attempting the impossible in this direction are fresh enough in the minds of many of us.*

Thus far for the more elementary work. With the more advanced study (in secondary schools) of the foreign as well as of the native tongue, doubtless a more extended view of grammar must be provided for. Though here also this must depend largely upon the question whether the pupils are or are not to enter upon the study of Greek, or of Latin, or of both.

But even in connection with the classics a voice is heard crying amid the thorn-wilderness of grammatical fine-print and announcing that this way also is to be straightened and smoothed for the coming generations of the sons of men. Much time is to be saved; much bewilderment is to be escaped; the mind is no longer to be treated as a capsule, to be loaded by sheer pressure with the last possible trituration of linguistic dust.

All this is very well; and may the blessed Powers send it speedily! But are not we "moderns" now far enough advanced to be able to *dispense altogether* with the "classics"? Is it not true that Greek and Latin are held in their places in our educational scheme merely from a blind, superstitious veneration akin to that which made the Greeks and Romans themselves regard as most sacred precisely the oldest and crudest images of their gods?

So it is firmly believed and strongly urged by what must be admitted to be, for the present at

*The immediate reference here is to the discontinuance of German from the course of study for district schools in St. Louis.

least, a growing number of very earnest and very intelligent people. During the Middle Age period the Greek and Latin languages were, indeed, the only ones in which human thought had as yet attained any high degree of maturity. Hence at that time the study of those tongues, together with the literature contained in them, was the best and indeed the only means available for educational purposes. But in our "modern" period the case has become radically different. The leading modern languages have become matured as the organic media of modern thought; and modern thought has risen far above that of antiquity in wealth of significance, in subtlety of texture, in delicacy of character, in precision and adequacy of development, in clearness and vigor of expression.

Under such circumstances to persist in the study of the now relatively immature languages of ancient Greece and Rome—is not that to make the same fatal mistake in kind that would have been made by the people of the Middle Age period if, refusing the help of the classics, they had begun depending prematurely upon their own imperfectly developed forms of speech? Is not Shakespeare immeasurably superior to Aeschylus or Sophocles? Is not Dante greater than Homer? Have not Plato and Aristotle long since been superseded by our modern Kants, and Hegels, and Humes, and Hamiltons, and Spencers? to say nothing of our Galileos, our Keplers, our La Places, our Newtons and our Darwins!

And in any case have we not long since secured access to all that is really valid in the world of antiquity through fairly perfect translations of all its literary products as well as through prolonged, keen-edged search and research in every nook and corner? Why continue to beat the shell after the

kernel has been so completely extracted?

The argument is striking, plausible, and on first view, fairly overwhelming. More closely examined, however, its very plausibility betrays its external character as appealing to imagination rather than to reason. Pictorial balancing is put in place of critical comparison of fundamental aspects.

And further, like all negative arguments, this argument against the classics is in reality a mere polemic against one type of human interests in favor of another. In every such case the essential question is as to the relative validity of seemingly opposed interests as factors in the gradually unfolding life of man both as an individual and as a race.

Every thoughtful observer is aware, besides, that the chief strength of the polemic against the study of the "ancient" languages comes from the more enthusiastic advocates of the "modern" sciences. These sciences may be said to have developed *ex cathedra*—more or less in the Ishmaelite fashion. They had to force their way into recognition as legitimate instrumentalities in the field of education.

The struggle was severe, not to say sanguinary. And, the victory once achieved, a new pedagogical orthodoxy has arisen in presence of which the old appears as nothing else than rank heresy. Once I have escaped from the Inquisition it can scarcely be expected that I should refrain from setting up in turn an Inquisition of my own, before which I may arraign my former inquisitors.

And yet the new orthodoxy has for its central tenet this: That any given fact can be rightly known, can be really *known* at all, only through the most diligent, painstaking comparison of such fact with all other facts to which it is related. In other words, nothing

can be really known otherwise than through the actual tracing out of its essential relations. That is the core of the "historical method" which has first attained full maturity as a consciously pursued method only in modern times, and which for that reason, and for that alone, has the right to be called distinctively a "modern" method. Though even here we must include Aristotle among the "moderns," since he pursued the same methods with evident consciousness of its vital importance.

Brilliant results have indeed been achieved in science by means of the historical method. Its strict insistence upon the vital significance of organic relations has sharpened the eye of the observer until the whole range of life, vegetal and animal, has become clearly visible to him as one vast complex of organic forms all bearing, directly or indirectly, and in greater or less degree, a genetic relationship one to another.

In fact the pursuance of the historical method is just the process of discovery of those fundamental thought-forms which we have already noticed as constituting the central, vital principle in the world of reality. And this discovery it is which, once for all, completely justifies the characterizing of Nature in its entire process as "objective logic"—as that total process in which are continuously unfolded the whole range of the possible modes of thought so far as those modes can be given expression in space-forms.

Now let us note carefully that this historical method allows nothing in nature to be set aside as "antiquated." It refuses to admit that lower and intermediate types are of less interest and importance to science because at a later period superior types have been developed. Indeed it is rightly insisted upon that the latter can be really understood only in their genetic relation

to the former. Hence the strictly modern science of Paleontology—the critical interpretation of the “antiquities” of the organic world—is itself one of the conspicuous and highly valued results attained through the application of the historical method to the biological sciences in connection with geology.

The far-reaching importance of this principle would of itself require extended illustration and emphasis. For our present purpose, however, we must content ourselves with the bare intimation just given.

On the other hand we may inquire whether the fairly measureless values of this method are to be confined to the study of the physical aspects of the world, or whether they may not be applied as well also in the investigation of the spiritual aspects of the world?

As a matter of fact, indeed, this question has already been practically and thoroughly answered in the affirmative. In the study of human life in all its various aspects, including that of language, the historical or comparative method has been followed with results no less brilliant than those reached in the investigation of Nature.

And now when we reflect that education is the bringing of the individual mind into conscious harmony with its normal environment, both physical and spiritual, and when we note the admirable results attained in both fields in this direction through the application of the historical methods by original investigators there would seem to be left no ground of doubt that this method ought to become the controlling feature in every aspect of educational work—in language no less than elsewhere.

Thus it is evident that to omit from our scheme of education the study of the earlier fundamental forms of speech as if these were no longer of any value in an educa-

tional sense would be to commit the same act of self-stultification as the natural scientist would be guilty if were he to set a standard of “modern” forms in nature as being alone of significance to the “modern” student, and to scornfully characterize all *ancient* types as “antiquated!”

(To be Continued.)

ENGLISH IN HIGH SCHOOL AND COLLEGE.

BY PROF. L. A. JOHNSON, PH.D., TRINITY UNIVERSITY.

AS Dr. Corson says in his admirable little book on the aims of literary study, it is a matter of ordinary information among schoolmen that, in recent years, a great impulse has been given in schools of all grades to the study of English. The Committee of Ten expressed the opinion that special teachers should be employed to give instruction in English even during the last two years of the grammar school course.

The report of the Committee of Fifteen is hardly less emphatic on the subject; and one of the leading plans of unification or concentration of studies as discussed by Herbartians makes literature a course of instruction. Hardly an issue of an educational journal of high rank appears without a discussion of some phase of the subject. Almost every new catalogue issued by high-school or college shows enlargement of scope and plans of instruction in English.

It is my purpose in this paper to say something of the leading objects of instruction in English in the high-school and college, incidentally indicating the scope of such instruction and offering some suggestions on methods of teaching and on the principles that should rule in the construction of courses of study.

1. The first in order and importance, as I conceive, is to create and culture a love for the reading of good literature. Through books all the forces of the past and present—whether intellectual, moral or spiritual—may come into the life of the growing boy or girl and furnish the inspiration that raises the soul to high endeavor and noble achievement. If, as is often said, character is the true end of education; if our children are to be taught to be men and women first, and preachers, lawyers,

doctors, tradesmen, teachers, writers, and housewives afterwards—there can be no more important branch taught in the schools than that which makes the child heir to all the resources of the present and past for its culture.

“If we think of it,” says Carlyle, “all that a university or final highest-school can do for us, is still but what the first school began doing—teach us to *read*. We learn to *read* in various languages; in various sciences; we learn the alphabet and letters of all manner of books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves! It depends on what we read after all manner of professors have done their best for us.”

Where one has native talent every other object worth striving for will be attained to a degree sufficient for the ordinary and practical purposes of life, if the teacher is successful in creating in his pupils a love for books. Yet it is a matter of common observation with teachers in high schools, that pupils, on entering them, have no genuine taste for reading and that no progress worthy of the name can be made until the pupil has begun to respond to the influences coming to him in the perusal of good books. The love of reading sweeps the whole front of the child’s life, and failure to arouse and utilize it leads to disaster.

2. The second object of teaching English has more to do with the circumscribed sphere of such instruction, namely, to present concrete solutions of all the leading problems in grammar and rhetoric. I believe in the vigorous use of the text-book wherein may be found the abstract statements of principles and conclusions as the result of scholarly discriminating study of masters of style and invention. That the characteristics and principles of epic composition were inferred from the study of the *Iliad* and those of dramatic composition, were inductions from the study of Greek tragedy and comedy, may be true; but from this fact it does not follow that the young student should in that way alone build up his ideas in these realms of thought and expression. A systematic text-book, presenting with clearness and precision the principles of grammar and rhetoric should be thoroughly learned by the student. This, however, cannot be done by the use of the text-book alone. As the fine shades in the meaning of words—those qualities of words corresponding to the overtones in harmonics—cannot be learned from dictionaries, but must be spiritually discerned, if discerned at all, in

the fine use the masters of style make of them; so must the true meaning of the abstract rules and principles of grammar and rhetoric be learned, if learned at all, only in connection with their concrete application in works of recognized literary merit. Take a single illustration: One of the popular rhetorics lays down this rule for the use of periodic, loose and balanced sentences—"Study variety." This is good enough when really understood, but absolutely misleading to the average high-school student. Let him study large sections of Irving, Hawthorne, Carlyle, DeQuincy and Macaulay, for the purpose of determining the ratio of these sentence-forms which in the mind of each author constitutes variety, and he will begin to discern the real meaning of the rule—he will see that for Carlyle, De Quincey and Macaulay, quite different proportions of these forms furnish the variety suited to their genius, while he will learn, in addition, from Irving and Hawthorne, how all the requirements of the rule may be met in the construction of a single sentence. That this is the method of induction is readily admitted; but it is induction so coupled with deduction as to make the student's progress both rapid and genuine. So learning, he can never make, as the student of the text-book alone always does, mere shows of knowledge, where all real knowledge is wanting.

SANTA CLAUS AND CHRISTMAS CHIMES.

SUMMARY OF A CHRISTMAS EVE RECITATION, BY THE EDITOR.

IT was the day before Christmas. Visions of the coming festivities grew more vivid from moment to moment. Serious interest in the lessons of the day was already becoming impossible.

The class in social science could not maintain their usual dignity as "grave and reverend seniors." As Mr. Bennett turned into the room and took his place at the desk, there was an unusual stir of whispered conversation through the class.

Keenly sensitive to the moods of his classes, Mr. Bennett felt at once the hopelessness of actually carrying out the letter of the lawfully prescribed lesson for the day, especially as the lesson

chanced to be unusually technical and dry. So it happened that for a few moments he sat silent and musing.

But presently one of the members of the class said: "Won't you tell us a Christmas story, Mr. Bennett?" Glancing up he saw at once that the wish of the whole class had thus been uttered. Mr. Bennett had long since become convinced by reason, and confirmed by experience in the conviction, that the best way to deal with the moods of a class is not directly to oppose them, but rather to seek out the element of truth in each mood as it chances to develop, and, by concentrating interest upon that, to lead pupils to distinguish between what is superficial and vanishing on the one hand and what is substantial and abiding on the other.

And yet to-day he was taken by surprise, and to their request he could only say in direct response: "I have no Christmas story to tell you." But he went on to say, "I see, however, that some one has put the story of Christmas on the black-boards here for us. Over here is Santa Claus, and yonder is the Star above the Manger, and on that board over there is a chime of bells. Do you know who made the selection of pictures and caused them to be outlined here?"

Some one replied that doubtless it was due to Miss Rufus, as she usually had charge of this room. "Very likely," said Mr. Bennett, "and in any case it seems to me a very significant grouping. In the first place here is Santa Claus, who, as of course you know, was originally a personage of heathen myth, though now taken up into and transfigured by the poetic spirit of the Christian world."

"Yes," said Miss Merton, "but in this picture Santa Claus is not alone as he is usually represented. And his companion seems to indicate that he has recently been getting married!"

At this there was a burst of merriment in which Mr. Bennett joined heartily. But he quickly added: "That is a specially significant feature which I was sure you would not overlook! Why, as you regard the picture attentively you can hear a new melody in the Christmas chimes over there, for they now appear also as consecrated wedding bells!" And the smile of thoughtless merriment changed into a

smile of thoughtful pleasure at the discovery of a more substantial relation which they had not before apprehended.

"And now," Mr. Bennett continued, "I want you to tell me what you understand Santa Claus, especially as accompanied by Mrs. Santa Claus, to represent?"

After a moment's hesitation the whole class seemed ready to answer. Miss Arnold was asked to express her opinion and said the picture seemed to make plain to her, what she had so often heard, but never appreciated, that Santa Claus simply represents the kindness of papa and mamma.

"Of course," said Miss Parsons, "that is what it means. But then isn't it wrong to make children believe in Santa Claus when they have to find out afterward that there is no Santa Claus?"

The question was like an east wind to the warming interest of the class. Feeling this Mr. Bennett turned to Miss Parsons and without attempting directly to answer her question began asking her other questions in unison with her own.

Mr. B.—"You think a myth is something in its nature untrue?"

Miss P.—"Yes, that is what I have always been led to believe."

Mr. B.—"And children ought never to be told anything but what is true?"

Miss P.—"Certainly not!"

Mr. B.—"Then we must turn reformers and start a crusade against this universal falsehood! By all means let children be told the truth at all times and under all circumstances."

The question seemed settled once for all. And yet there was a look of disappointment in every face. Even Miss Parsons seemed to feel no pleasure in the easy triumph.

Noting this Mr. Bennett went on to say: "But that is only the beginning of our crusade. We must be consistent and thorough in our work of reformation. Every metaphor is a myth in germ and you must crush it as you would a viper. When you are tempted to speak of the 'whispering' breeze, or of the 'smiling' sky, or of the 'laughing' brook, or of the 'generous' rain, or of the 'fierce' storm, or of the 'dancing' sun-light, or of the 'happy' days, or of the 'solemn' night, or of the 'heart' of nature—in any such case, and such cases are in-

numerable—be sure to check yourself, for every one of these forms of expression is "unscientific" and "mythical."

"And this means, too, that you must do away with all poetry, for the natural and indispensable dialect of poetry just consists of metaphors. Nay, you will hardly be able to speak at all since metaphor is but the elementary form of analogy; and analogy, as was long ago said, is essentially nothing else than the form native to reason in its instinctive or initial phase. And so true is this that many of the most exact scientific terms are discovered, on analysis, to be only disguised metaphors, and probably there is no exception. The very word *intelligence* is easily reducible to the preposition *inter*, among, and the verb *lego*, to gather. So that *intelligence* is the name of a power moving among a multitude of objects and choosing from among them those that prove pleasing to itself.

"But I need not multiply examples. You see which way we are faced. Shall we set out upon our crusade?"

"No, no!" was the universal and emphatic response. And Miss Parsons herself led the chorus.

"But then," said Mr. Bennett, "that is precisely what we are logically bound to do, unless we can find something to correct in our statements thus far."

The interest had not only revived through this unexpected tracing of the consequences of what had been assumed, but had also become intensified and had again assumed a cheerful tone; though there was still uncertainty as to where the difficulty lay. Miss Parsons, piqued, but also pleased, at the sudden discrediting of a conclusion which seemed to have been no less firmly than easily established, was thinking intently, and at this stage of the conversation said she was beginning to suspect that there was something wrong in the definition of the myth which very likely they had accepted too readily.

"Likely enough, indeed," said Mr. Bennett. "And that is why it so often happens that with fairly faultless reasoning utterly false conclusions are so often reached.

"Miss Parsons has redeemed herself by being the first to bring us back to the consideration of our 'major premis' or leading presupposition. Myth and falsehood are far enough

from being synonymous terms. On the contrary a myth is in every instance the perfectly normal product of the creative activity of human reason in its purely instinctive, spontaneous, poetic mood.

"Of course, here as elsewhere, reason may prove feeble and be perverted. Hence there are shallow myths and monstrous myths as well as profound myths and exquisitely beautiful myths. And as for the myth of Santa Claus, where will you find one more deeply significant or more tenderly beautiful?

"It represents the spirit of domestic kindness in an ideal form. It binds all homes into one common brotherhood since the same kindly being brings gifts to all alike. Once in the year at least it lovingly lifts up the helpless child and enthrones him as the one above all others whose interests are to be considered. And in so doing it stimulates his feeling of selfhood and awakens within him a premonition of an infinite dignity as involved in his own nature and to which the whole world gladly does homage.

"Beautiful myth! Noble metaphor! Infinitely significant analogy! And when the child comes to learn that it is myth, he also learns that in very truth the beauty, the nobility, the significance of the poetic image are all present in genuine reality for him, not merely one day in the year, but every day in the year—made real by father and mother, whose kindness and gentleness and provident foresight are infinitely above and beyond all that the phantasy has ever been able to picture in mythic form.

"And not only so, but the Christian world, by its adoption of the myth of Santa Claus into the Christmas festivities, has transfigured the myth and made it a wondrously simple and yet subtle suggestion of the universality of the Christ-child. Ever, from year to year, the elders of the household bring their choicest gifts and lay them at the feet of the cradled new-born Son of Man, and do this in the name of the poetically conceived spirit of universal, divine kindness, even as the Magi brought their costly presents and laid them at the feet of the new-born Son of Man in the manger, and did this in the name of the Spirit of Eternal Wisdom and Love. And in the analogy between these ceremonies there is the hint that

all new-born sons of men are own brothers of this Son of Man, and hence with him are actual sons of God."

The class were already in an eagerly listening mood, and Mr. Bennett, eager on his part now to give completeness of outline to the theme before the hour ended, went on without interruption to indicate the further significance of the Christmas festivities.

"Some of you may not know that the date of the birth of Him who is called the Christ is not certainly known even within a limit of four years. Much less can we know the exact *day* of his birth! And yet the day upon which we celebrate his birth is the only really appropriate one of all the days in the year.

"And here we come upon another and far more elaborate myth. For the Christmas holidays are only the old Roman *Saturnalia* in transfigured form. Significantly enough, too, in the old heathen festivities all outer rank was abrogated or even inverted. Slaves became freemen and were served by their masters.

"What could be the significance of all this? According to the myth, Saturn had once ruled mankind, and during his reign there were no evils, but only universal peace and happiness, and the *Saturnalia* was a festival of universal brotherhood in remembrance of that early blessed time.

"But think of the *season* of these festivities! It is immediately after the shortest day and the longest night in the year. Day after day light decreases and darkness increases. It is as if day were becoming engulfed in eternal night and life in eternal nothingness. But a turning point is reached. On the 23d of December the day is no shorter, the night no longer than on the preceding day. The 24th confirms the promise of the 23d. On the 25th there is no longer any question. Light has triumphed over darkness. Life has conquered death. The world is saved and there is a burst of universal joy.

"Wild, delirious joy no doubt the *Saturnalia* expressed. The symbolism of nature was interpreted only in its outer physical significance as the assurance of the extension of man's merely physical existence.

"But this symbolism was also the possible form of a far deeper significance as the assurance of extension of *spirit*

itual existence on the part of man. And there can be no reasonable doubt that this is the secret of the choice which early came to be made by the clear-sighted authorities of the Christian Church of precisely this period in which to celebrate the birth of Him who "brought Life and Immortality to Light" for the whole human race.

"And not only has Christianity proven its power to adopt and transfigure the myths—the analogies or instinctive interpretations which the intelligence of pre-Christian peoples put upon the forces of nature and the life of man. It has also proven its capability of appropriating and translating into higher and richer meaning the philosophy and the science of the world which have so often been put forward in perverted form as the refutation of Christianity!"

"Whence it has happened that the advance of civilization with its enlightenment has not merely been coincident with, it has rather been but a special aspect of, the extension and deepening of the essential spirit of Christianity.

"Take your map of the world. Draw a line so as to include the most highly civilized peoples of the world. Draw another line so as to include the Christian nations of the world. The lines will be found to coincide throughout their whole extent and form one and the same line. If the Christian world is not as thoroughly Christian as it ought to be, neither is the civilized world as thoroughly civilized as it ought to be. It will become more Christian as it becomes more civilized, and more civilized as it becomes more Christian.

"It is thus that the actual reign of both outer law and inner law will become more perfectly assured, and that 'Peace on earth and good will among men' will be more fully realized. Poetry and science and philosophy are full of prophecies of a universal rhythm that, once realized in actual human life, must constitute a perfect world.

"And what are the Christmas chimes, but just the inspiring remainder of this world-rhythm that gives its whole significance to human life and deepens from year to year and from century to century into ever richer quality, and grows in its attractiveness and tends steadily to make the 'Truce of God' perpetual, and thus to bring all ener-

gies into that perfect unison that may be called Creation's Festival!

"A legend—a myth, if you will—of the Christian world makes the consecrated bells scare away all demons, as if in this pictorial form the soul of the Christian world were getting itself ready to clearly comprehend the truth that as the inner chimes—the genuine rhythm of reason in the spiritual life of man—become perfected, the demons of discord must not merely flee away, but also and far rather vanish into utter nothingness—as if it were beginning to understand that if the chimes are to ring ever they must ring forever.

"Clearly, then, Christmas ought to last throughout the year; and so, the hour being near its ending, I can only express for you the hope that to-night and to-morrow and all the to-morrows of your lives the Christmas chimes may never cease ringing."

And like bells in unison a murmur ran through the class, "Blessed be the Christmas chimes!"

ST. LOUIS SOCIETY OF PEDAGOGY.

The citizens of St. Louis have done very efficient service in the past few years in the direction of the industrial growth of our city, and during the past three years the educational interests of St. Louis have felt a new impulse through the efforts made by the members of the Society of Pedagogy to advance the cause of both general and higher education in our midst. This new movement, in the nature of university extension, is not spasmodic and made in the interests of some institution of learning, but is as broad as the field of education itself. The movement does not appeal to our public schools for support alone, nor for encouragement to our private schools, but to the general community, since, only by elevating the standard and placing educational interests on a higher plane throughout the country, can the function of education be in any advanced sense realized.

It need not be argued that whatever promotes learning and stimulates individual study, strengthens the cause of education and makes the profession of teaching respectable and stable, for any intelligent man or woman needs only to think a moment to become satisfied that the teachers' interests as well as the interests of the city and



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State will be best served by any movement which has for its prime object enthusiasm in study and a continuous interest in intellectual work.

One of the chief factors in the progress of the world is certainly intellectual in its character, and it is equally certain that no great intellectual advancement was ever made without systematic study.

To furnish facilities for systematic study to those who have left school or have no opportunity to attend school, the Society of Pedagogy has adopted a scheme of study both flexible and critical in its character and intended to meet the needs of inquiring and progressive minds.

The scheme is even better, because broader than this. It gives those who do not as individuals need such encouragement and aid a chance to aid and encourage those who do, by becoming members and contributing to the small fund which is used in printing and distributing a pedagogical literature containing the best features of the work done in the society by the leaders of the several sections, together with the lectures delivered from month to month under the auspices of the society, so that no one need say that he cannot be benefited by being a member because he cannot attend the meetings of the society. There is a benefit realized by each one of us by reason of our sympathy with any movement calculated to benefit others by enlarging the range of their intellectual horizon and thereby making them better citizens.

Even those who can attend sometimes ask, What am I to get out of my connection with such an organization?

The answer to this question is simple enough. It is not so much a question how much you are to get out of your connection with such an organization, as it is how much you can assist those whose modesty prevents them from assuming that they are beyond the need of aid from others.

The work that the society is doing has been made possible by three things: First, the generous action of the Board of Education in giving the society ample accommodations in the new High School building for the meeting of its nine sections; and the use of the fine auditorium which seats 1,300 people, to enable the society to carry out its plan of a course of evening lectures, open to the general public. Second, the liberality of the leaders of the several sections, who serve gratuitously and have done so for two years. The ability and scholarship of the leaders have command of a large following in their specialties.

Third, the intelligent and hearty support given those engaged in this work by our teachers and those in the community not engaged in educational work, but who are deeply interested in the progress of education and the spread of general intelligence, not in our city alone, but wherever the literature of the society may find readers.

The sections meet on the first and third Saturdays in each month during eight months in the year, and the evening lectures occur on the third Monday in each month.

The general scope of the work may be seen in the following:

Section. Subjects. Leaders.

- I.—Pedagogy, F. Louis Soldan.
- II.—Psychology, E. H. Long.
- III.—Ethics, Wm. M. Bryant.
- IV.—Literature, Wm. Schuyler.
- V.—History, F. E. Cook.
- VI.—Science, George W. Krall.
- VII.—Art, Miss A. C. Fruchte.
- VIII.—Kindergarten, Miss M. C. McCulloch.

IX.—Chemistry, Wm. J. S. Bryan.

The discussions by the leaders take a much wider range than the limits of the school room and are intended to give a general view of the essential principles underlying each subject as seen in their operation in the growth or development of the subject. In the Department of Science, for illustration, the growth of the inductive science and the development of scientific ideas is made the leading feature of the work, so that we come to know how the sciences have, by many mod-

ifications and adaptations, reached their present advanced stage of development.

All the other subjects are treated in a similar manner. What is, is thus shown to be the logical outcome of what was; and the processes of transformation are traced with the utmost care.

The fee for membership is one dollar a year. There are no assessments. The literature of the society is for distribution among its members.

It is the purpose of the society to become a permanent educational force in this community, and to aid, to the limit of its power and influence, in building up and strengthening the intellectual and moral forces in our city and State.

The co-operation of all who are able and disposed to assist in this work will be appreciated by the society, whose sole object is to do a maximum work at a minimum cost. Every member of the society has a voice in the election of its officers and in the management of its affairs.

Anyone wishing a copy of the constitution and by-laws of the society can procure one by writing to the president, George E. Seymour, inclosing 2-cent postage stamp for return mail. Address, St. Louis High School.

The three years the society has been working under its present organization assures us of the feasibility of its present plan, and the vast superiority of that plan over all others that have been tried for the purpose of accomplishing similar ends.

Enthusiasm and method in educational work is the motto, which is both the guide and the inspiration of every member of the society.

Christmas Novelties at Famous, Broadway and Morgan St. A great assembly of all that is new and novel for Holiday thoughts. Much to see, much to divine, much to enjoy. Rich and rare things destined to add to some one's Christmas or New Years' pleasure. How to tell of all we've got is the question. Presents suitable for the young or old of both sexes. Prices—you know—25, 33, 50 and 50 per cent. under many other houses. Anything purchased now will, if desired, be laid aside and delivered at any time wished.

I like music. I can't sing. I'm saddest when I sing. So are those that hear me. They are sadder, even, than I am. The other night a silver-voiced young man came under my window and sang, "Come Where My Love Lies Dreaming." I didn't go. I didn't think it would be correct.—Artemus Ward.



AMERICAN HISTORY.

1. What parts of the United States were explored by the Spaniards?

2. a. What was the object of the expedition into Canada in the revolution?
b. Mention the principal operation in this expedition.

3. a. Locate the Wyoming Valley.
b. For what is it famous in History?

4. Answer any three of the following questions concerning Benjamin Franklin: a. of what State was he a citizen; b. what was his trade or occupation; c. what special discovery did he make in science; d. what was one of his political services?

5. Mention two of the leading events of Jefferson's administration.

6. a. What was the cause of the border warfare in Kansas? b. What part did some of the people of Missouri take in this contest?

7. a. By what authority was the Dred Scott decision rendered? b. What great political question was affected by this decision?

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8. Name four States, not gulf States, which seceded from the Union during the civil war.

9. For what particular cause has each of the following great orators pleaded: Samuel Adams, Wendell Phillips, Daniel Webster, John C. Calhoun?

10. *a.* In what war were the stars and stripes first used? *b.* What is the significance of the stars and what of the stripes?

ANSWERS.

1. The south Atlantic coast, the Gulf coast, the lower Mississippi Valley, New Mexico, and the Pacific coast.

2. *a.* To obtain the important military station of Quebec; to carry the war into the territory of the enemy; to induce Canada to join with the other colonies. *b.* The attack on Quebec.

3. *a.* In eastern Pennsylvania. *b.* For the massacre of its inhabitants during the Revolution.

4. *a.* Pennsylvania. *b.* He was a printer. *c.* That electricity and lightning are identical. *d.* Answers will differ.

5. The depredations upon our shipping by England and France; the embargo act; the purchase of Louisiana; the death of Hamilton; the running of the first successful steamboat; the war with Tripoli.

6. *a.* The question whether Kansas should be admitted as a free or a slave State. *b.* They used influence and force on the side of slavery.

7. *a.* By the Supreme Court of the United States. *b.* The question of slavery.

8. Virginia, North Carolina, South Carolina, Arkansas, Tennessee.

9. Adams, the rights of the colonies; Phillips, the emancipation of the slaves; Webster, the preservation of the Union; Calhoun, State rights.

10. *a.* In the Revolution. *b.* The stars indicate the present number of States; the stripes, the original number of States.

ARITHMETIC.

1. Reduce *a.* 25 lb. 12 oz. to the fraction of a hundred-weight. *b.* $\frac{2}{3}$ of 5 to a fractional part of 11.

2. "Dividing both dividend and divisor by the same number does not change the quotient." Modify the statement of the principle of division

above given, so that it will apply to *a.* fractions; *b.* ratio.

3. Find the sum in yards of $\frac{4}{5}$ yd. and $2\frac{1}{4}$ ft.

4. My commission at 5% on a sale of hay at \$13.50 per ton was \$12.48%. How many tons did I sell?

5. Find the exact interest on \$2150 from March 12, to April 5, at 6% per annum.

6. Find the proceeds of a note for \$1,350 discounted at bank 4 mo. 5 da. before it was due, at 6% per annum.

7. Required *a.* the square root of 3.8 correct to three decimal places; *b.* the fourth power of $1\frac{1}{2}$.

8. How many bushels of wheat will fill a bin 8 ft. by 4 ft. 2 in. by 3 ft. 8 in.?

9. Find the missing term in the proportion:

$$\begin{array}{r} 8 & 55 & 9 & 13 \\ 1.7 : & 7 :: () : & .05 \\ 3.3 & .26 & 5.1 & 6 \end{array}$$

10. Define *a.* multiple; *b.* discount; *c.* composite number.

ANSWERS.

1. *a.* $4\frac{1}{2}$ cwt. *b.* $\frac{1}{2}$.

2. *a.* Dividing both numerator and denominator by the same number does not change the value of the fraction. *b.* Dividing both antecedent and consequent by the same number does not change the ratio.

3. $1\frac{7}{12}$ yards. 4. $18\frac{1}{2}$ T. 5. \$8.48. 6. \$1,321.87 $\frac{1}{4}$. 7. *a.* $1.94+$. *b.* $7\frac{1}{14}$. 8. $98\frac{1}{4}$ bushels. 9. $1\frac{1}{5}$.

10. *a.* A multiple of a number is a number exactly divisible by the given number. *b.* Discount is either an allowance made for the payment of a debt before it becomes due, or a deduction made from a given price. *c.* A number that can be separated into integral factors.

CIVIL GOVERNMENT.

EACH of the following questions has 10 credits assigned to it.

1. Define *a.* constitutional monarchy and give an example; *b.* Republic and give an example.

2. Why is a government justified in imposing taxes?

3. According to the United States Constitution, who are citizens?

4. "No tax or duty shall be laid on articles exported from any State," (U. S. Constitution). Why this provision?

5. For how long a term is each of the following officers elected: *a.* Lieut. Governor; *b.* Supervisor?

6. By what authority is *a.* the number of Senate and Assembly districts determined in this State? *b.* The number of Representatives in Congress?

7. *a.* Name two of the departments presided over by members of the President's Cabinet. *b.* State one duty of each of the respective departments named.

8. *a.* Under the United States Constitution, by what body must officers be impeached? *b.* By what body must such impeachment be tried?

9. Name the qualifications for a member of the House of Representatives as to *a.* age; *b.* citizenship; *c.* residence.

10. What is a census?

ANSWERS.

1. *a.* One in which the power of the monarch is limited by a constitution. England. *b.* A government by representatives of the people. France.

2. Money is necessary to the life of a government, and because the benefits arising from the expenditure of the tax are greater than the individual sacrifices.

3. All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens.

4. Because export duties would tend to discourage production and injure commerce.

5. *a.* Two years. *b.* Two years.

6. *a.* The State Constitution. *b.* By act of Congress.

7. Answers will differ.

8. *a.* By the House of Representatives. *b.* By the Senate.

9. *a.* He must be 25 years of age, *b.* He must have been a citizen seven years. *c.* He must be a resident of the State from which he is chosen.

10. An official enumeration of the people, and a compilation of other general statistics of the State or country.

It is a fact that over 15,000 square feet are devoted on the third floor at Famous, Broadway and Morgan, to the display of holiday novelties. Teachers, before making up their minds of what they shall buy to gladden someone's heart, should certainly pay a visit to this most popular of all stores. Not only are special inducements held out for them to patronize Famous, but all teachers are asked to take advantage of Famous' offer to open accounts with them.

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**CHRISTMAS.**

Another Christmas! Another opportunity of telling The Story over again to the little folks—the story that never grows old or loses its attraction for the children.

What a grand lesson of unselfishness in giving and of greater thought for others than for one's self. Let this be a real season of "peace on earth and good will to men." Illustrate this in the morning talks, teachers. Put those words on the blackboard early in the month, and make their meaning clear by a variety of little incidents that are within the child's world and comprehension. It takes wisdom for teachers to mingle the Santa Claus features of Christmas with the deeper meaning of the season so that the children may lose none of their "fun" and "good time," and yet be happier, better, and more loving for the Christmas influence. Do not fear to tell over and over again the old story of the Wise Men and the Babe in Bethlehem. Little children love the old stories best. Tell them of Christmas in other lands—in Russia, in Norway, in Germany, the summer Christmas in Australia, and of the children in heathen countries, which have no Christmas.

Encourage the children to give as well as receive gifts—and above all, to give something they have made themselves or purchased with their own money, to father and mother.

CHRISTMAS JOY.

(Tune: "There's a Good Time Coming, Help It On.")

There's a gladness all around,
Christmas joy!
There's a gladness all around,
Christmas joy!
Smiles can easily be found,

Mirth and happiness abound,
Christmas joy, Christmas joy
Christmas joy, joy, joy!

There's a bustle through the street,
Christmas joy!

There's a bustle through the street,
Christmas joy!

Bundles, bundles do we meet,
Laughing crowds and tripping feet,
Christmas Joy, Christmas Joy
Christmas Joy, joy, joy!

Savory odors fill the air,
Christmas joy!
Savory odors fill the air,
Christmas joy!
Busy housewives everywhere
For their friends a feast prepare,

WELCOME.

Dear friends, we bid you welcome;
We're glad to see you here;
And we hope by our politeness
This gladness may appear.

We know that you have come to see
And hear each pupil show
His parents and his many friends
Just how much he may know.

I'm sure we all will do our best
In pieces or in song;
Your kindness, then, will do the rest;
We hope 'twill not seem long.

We'd like to see you often,
Come in on any day,
And we'll try to make you happy
With our work and with our play.
—Edith Everhard.

AN ADDRESS TO SANTA CLAUS.

Oh, Santa Claus, dear Santa Claus!
I wonder if you know
How many poor folks' stockings hang
All in a gaping row—
How anxiously you're waited for
By many a girl and boy
As you dash by with jingling bells
And never leave a toy!

Oh, Santa Claus, dear Santa Claus!
You have such pretty things—
Great heaps of dolls and picture books,
Gold chains and finger-rings,
And loads of lovely china sets!
Dear Santa, please believe,
We would be very glad to have
Just what the rich folks leave.

When from its merry midnight round
Your sleigh comes dashing back,
And all the toys are given out
From every Christmas pack,
Could you not bring some last year's
drums,

Or skates, or balls, or sleds,
Or dollsies who have lost their hair,
Or cracked their arms or heads?

Oh, Santa Claus, dear Santa Claus!
You may be very sure
Rich children do not love you more
Than children of the poor.
Ah, what delight at Christmas time
Your tinkling bells to hear,
To see the prancing, dancing feet
Of your fleet reindeer!

Oh, Santa Claus, dear Santa Claus!
I don't believe you know
How many poor folks' stockings hang
All in a gaping row;
How anxiously you're waited for—
Or you would ride this way
And cram the empty stockings full
On every Christmas day.

—Mrs. M. F. Butts.

CHRISTMAS CHIMES.

Over the snow I hear betimes
The melody of the Christmas chimes;
Now soft and low, now loud and clear,
The sweetest bells of all the year—
The golden bells that sing of peace,
From care and toil they ring release,
And childhood's fancies flow in rhymes
Beneath the spell of Christmas chimes.

The night is clear, the breezes rest
Deep in the valleys of the West,
And naught occurs to mar the mild,
Sweet story of the Christ-born child.
Hark! softly o'er the sheeted plain
Steals—"Peace on earth, good will to
men,"

And winter's bells that ring at times
Are mingled with the Christmas
chimes.

Whose heart is it that does not beat
The faster for the music sweet?
Whose cheeks are those that do not
glow
With newer pleasures o'er the snow?
Where are the eyes that do not shine
And sparkle with a light divine
As sweetly tell the Christmas chimes
That story of the chime of chimes.

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THE BANNER OF OUR KING.

IDA L. REED.

A. BEIRLY.

1. Lift a-loft the ban-ner of our Lord and King, Marching on-ward ev - er, while His
 2. Lift the Savior's ban-ner, let your arm grow strong, Ev - ry heart re - joic-ing, filled with
 3. Lift the Savior's ban-ner, He our lives will bless; Nothing then can harm us, naught our

praise we sing; May His val-iant sol-diers ev - er strive to do All that He would
 hap - py song; Days are full of gladness when we serve our King, Joy - ous be the
 souls dis - tress; With His flag up - lift - ed, march to vic - to - ry, Prais - ing our King

have them, ev - er good and true. We are march - - - - ing brave-ly
 serv - ice that to Him we bring.
 Je - sus till His face we see. We are march-ing on,

on,..... We are march - - - - ing bravely on; Let us
 marching bravely on, We are marching on, marching bravely on;

fol - low Christ, our Cap - - tain, Till the vic - to - ry is won.
 Let us fol-low Christ, let us fol-low Christ,

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Methinks that winter loves to hold
 The chimes that ring for young and
 old—

That o'er the land from sea to sea
 Proclaim the world's best melody.
 I listen to the sound that swells
 As louder ring the holy bells;
 Each stroke announces better times,
 For heaven gave the Christmas chimes.

O mellow bells that ring at night
 Across a world of drifted white,
 Your song of peace, though centuries
 old,

Is like a strain from harp of gold
 By seraph swept on distant shore
 Where time and tears shall be no more.
 Ring out in love and peace betimes,
 Old winter's treasure, Christmas
 chimes!

—T. C. Harbaugh.

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Like many others, teachers in the
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 salaries until the end of the month.
 Realizing this, Famous, Broadway and
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 tage of their offer to open accounts with
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 offers teachers special inducements on
 all their purchases, ought to be an in-
 centive for all of them to do their buy-
 ing at this popular house.

HYMN OF OUR NATION.

S. F. SMITH.

(New Music.)

A. BEIRLY.

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THE author of "America," Rev. Samuel F. Smith, was born in Boston in 1808. He died very suddenly on Nov. 16th, aged 87 years. See any good biography or the weekly papers for a history of his long and beautiful life. Tell the children about "Our National Hymn;" teach them the words and sing both the old and the new tune.

MEN find things possible because they think them possible.

THE SURPRISE.

By PHILIP BURROUGHS STRONG.

(Have pupils read this story and reproduce it on paper in their own language.)
 In a rickety hovel across the way,
 All beaten and broken by wind and weather,
 Lives "Old Granny Bronson," wrinkled and gray,
 Scarce keeping her soul and body together.

By sorrow and suffering wasted and worn,

In body, and mind, and spirit shattered,
 She lives on what to her door is borne—
 The scanty pittance by charity scattered.

The other ev'ning, some lads I know,
 Bent on a mischievous undertaking,
 For Granny Bronson's started to go,
 "To give the old lady's wits a shaking."

"What fun it will be," from one of them came,
 "To see her frightened quite out of her senses!"
 I only fear, boys, the scary old dame
 Will fall in a fit ere the sport commences."

But conscience was smiting the hearts
of some,

And his the most who the rest was
leading;

And just ere the band to the house
had come,

He gave to the voice within him
heeding.

"Say, fellows," he said, with a laugh
to hide

Convictions he vainly had sought to
stifle,

"Suppose we should frighten her so
she died?—

You know she is scared at the merest
trifle."

"I'll tell you what," quick another said,
Whose purpose had more than once
relented,

"Let's give her a pleasant surprise in-
stead."

"That's it! that's it!" they all as-
sented.

Then long they talked, with growing
delight,

All eager some scheme or service to
proffer,

Till at length 'twas agreed the follow-
ing night

To meet with whatever they had to
offer.

To have seen them would have done
you good,

Each striving hard to excel the
others;

There were baskets of food, and sleds
full of wood,

And bundles of clothes from sisters
and mothers.

There was one who came with his saw
and axe

To cut what he knew another was
bringing;

And one who had listing to stop up
the cracks

Through which came the west wind,
cold and stinging.

I need not tell you what now took
place—

The lonely home so suddenly gau-
dened,

The hope that shone in the haggard
face,

The joy that flooded the heart long
saddened.

I will only say that the lesson learned
That night by those boys, no wealth
could buy it;

And that all of them said as they
homeward turned,

"How much more fun! Suppose you
try it.

UNCLE SAM'S ADDRESS TO THE CHILDREN.

(Enter Uncle Sam, in costume.)

I bring a hearty greeting at this merry
Christmas time,

To all my happy children from every
land and clime

Who here beneath the Starry Flag the
songs of freedom sing,

Who love the ways of peace, and fear
not Emperor or King.

I give you Christmas greetings; but
what is that I hear?

Old Uncle Sammy out of place in all
this Christmas cheer?

You miss your dear old Santa Claus
and rather think that I

Should stay back in the racket of the
fourth of hot July?

I'm good at fire-crackers, pin-wheels
and rockets, too;

I beat old Santa with the flag, our own
red, white and blue.

But when it comes to playthings that
Christmas always brings

Old Santa is the only one to handle
children's things.

But Santa wants to travel, he ought to
have a rest,

So in his place I've come; I'm going
to do my best;

I've brought the dolls and sleds, the
toys and candy, too,

But best of all, I've lots of love that
Santa sent to you.

And so I said to Santa Claus, "I'll take
your place this year

And keep the Christmas Festival with
my own children dear;

While you go over all the earth and
help them all you can,

From Cape Town up to Norway and
from England to Japan."

And that's the reason, children, why I
am with you now,

Instead of dear old Santa, with his
great white coat of snow.

May life for every dear one here be
free from care and pain;

And don't forget your Uncle Sam till
Santa comes again.

—J. W. Matthews.

Response by a little boy:

Dear Uncle Sam, we're very glad to
see you here to-day,

Although of course we're sorry that
Santa is away;

We thank you for your loving gifts
and hope some time that you
Will come again to see us and bring
Old Santa, too.

Now, in honor of your presence and
to close this joyful day,
We will ask our friends to join us
while we sing "America."

(Waves his hand; the school rises
and sings "America"—the little boy acting
as director, "beating time" in a
very dignified manner).

My country, 'tis of thee,
Sweet land of liberty
Of thee I sing;
Land where my father's died!
Land of the pilgrim's pride!
From every mountain's side
Let freedom ring.
Our father's God to thee!
Author of liberty
To thee we sing.

Long may our land be bright
With freedom's holy light
Protect us by thy might
Great God, our King!

—Indiana School Journal.

Miss Wilkins' New "Type."

Mary E. Wilkins has done something
new in the piece of work just
completed and given by her to "The
Ladies' Home Journal" for publication.
It is a series of "Neighborhood Types."
These "types" are the most unique
characters, and are found in a supposed
New England village; to the
portrayal of each "type" Miss Wilkins
devotes a separate sketch. Thus she
pictures a striking male character in
"The Wise Man of the Village"; one
of the most natural of children in "The
Village Runaway"; a familiar figure in
"The Neat Woman of the Town," with
three other characters equally distinct.
There are six "types," and all are illus-
trated.

Mrs. Burton Harrison, James Whit-
comb Riley, J. T. Trowbridge, George
Parsons Lathrop, and Robert Louis
Stevenson are among the contributors
to the Christmas "St. Nicholas."

Deafness Cannot be Cured

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OUT FOR A DRIVE.

[A Language Lesson. See Illustration in October JOURNAL.]

THERE were a little boy and a little girl whose father bought them a large dog and a cart.

They go to school every day, and they ride to school with their dog and cart.

The dog has curly hair, and a long curly tail.

It is a pretty dog.

The girl and the boy seem mighty happy.

Their names are Emma Hall and Charlie Hall.

They are both nice children, and Charlie is driving the dog.

They seem to be rich children from the way they are dressed.

They live in St. Louis, Mo.

They have a large porch and they ride on it sometimes. The wagon is made of planks, and they have a new harness on the dog. The wagon looks like it has iron wheels on it.

They ride all over the city with their dog and cart.

ROBBIE ZUMWALT,
Age 10 Years.
WASHINGTON, MO.

OUT RIDING.

BY OSCAR SCHUERMAN, AGE 10.

ONCE a boy and girl said, "Papa, will you buy us a cart and let us go out riding?"

"Yes, Nellie, but who will pull you?"

"Oh, Ponto will be our horse and Willie will be the coachman."

When the wagon came Nellie said, "Papa, will you harness Ponto now?"

"But where are you going?"

"Oh, we are going over the bridge to see Brooklyn. I am getting tired of New York. We will come back to-night."

So they started off. Willie took a place in the front and Nellie in the back of the cart.

"Good-bye, papa!" They went off.

When they came back they were very glad. They said, "Mamma, may we go again to-morrow?"

"Nellie, can Ponto pull you?"

"Yes, mamma, Ponto can pull us."

But the dog was glad when he came home. He wagged his tail when they took the harness off him. He jumped on Willie's father. His father's name is Mr. Horn. I think the dog is a large Newfoundland. He is trusty, and bold, and faithful and kind.

John Pike, of Washington, Mo., also sent in a very good lesson. Sorry we cannot print all.—ED.

THE HONEY BEE.

By BESSIE L. PUTNAM.

The honey bee is not a native of this country, but was brought from Europe more than three centuries ago, and escaping swarms have from time to time taken up their abode in the forests. Thus, in both its wild and domesticated state, it has become one of the most familiar, as it is one of the most useful insects.

Like other members of the insect world, it is characterized by having three distinct divisions of the body—the head, thorax and abdomen; also three pairs of jointed legs, one pair of antennae, two pairs of wings, and a larval stage is passed before the appearance of the perfect bee.

Its skeleton is placed outside of the body—a form common to many of the lower animals. This has the advantage of increased protection; but if we were to be suddenly enveloped in a hard covering, our first inconvenience would doubtless be the loss of the sensitive skin. To counterbalance this, the bee is covered with plumose, sensitive hairs, which serve nicely as or-

gans of touch. These also protect the body from cold; some of them serve the purpose of our eyelashes; others act as pollen brushes—in short, while providing amply for the comfort and tidiness of their wearer, they at the same time serve as a carefully assorted set of tools for plying its daily vocation. The most conspicuous part of the head is the two jointed and flexible horns, or antennae. These organs are exceedingly sensitive to touch and enable the bee to explore satisfactorily the dark floral caverns in search of pollen and nectar. Experiments show that they are also organs of hearing and smelling.

On each side of the head is a large compound eye, made up of many six-sided facets, and so arranged that they represent to their owner an extraordinary field of vision. There are also three small, simple eyes (ocelli), arranged in triangular form on the top of the head; these are thought to have microscopic power, and are probably of most practical utility for working inside of the dark hive.

The two curved jaws or mandibles move sidewise, rather than up and down, and are employed in grasping, opening anthers for pollen, manipulating the wax which forms on the sides of the abdomen, etc. The long tongue consists of a grooved trough, covered with hairs, while on either side are slender palpi and maxillæ, which close it at the will of the owner.

The legs, which are attached to the thorax, are covered with hairs of various shapes and sizes, each adapted to some special use. Each leg terminates in a tiny claw, which enables it to cling. Besides, when walking on a hard, smooth surface that the claws cannot penetrate, a small rubber-like pocket beneath them unfolds, and by its gummy secretion enables the bee to climb the most highly polished surface with ease.

In this lesson I have supposed that the reader was familiar with the fact that each hive contains three kinds of bees. The worker has been chosen as the type, as this is the form most familiar and easily obtained, though in many respects the description would apply to queen and drone equally well. The hind pair of legs of the worker, however, are especially adapted to its needs, and are exceedingly interesting. Between the tibia and metatarsus (the joint just above the foot), is an articulation which closes like pinchers, and which is used in loosening the scales

of wax which form on the abdomen. The inner side of the metatarsus is thickly studded with stiff hairs called a comb, and with which the bee combs out pollen as it scrambles about among the flowers for honey. The tibia is slightly concave and bordered with stiff bristles. When the bee has loaded its comb it simply transfers it to the tibia or pollen basket—the pollen adhering to the right leg being transferred to the basket on the left side and vice versa; while the bordering bristles, like a wagon rack, greatly increase the carrying capacity.

(Note the manner in which the wings are hooked together in flight. What advantage? How many wings have flies? Is a spider an insect? Give reason for your answer. Compare the eyes of the bee, spider, and fly. What is the organ of communication between bees? How do bees directly benefit plants?)

SCIENCE LESSONS.

FIFTH GRADE.

Lessons to teach the general properties of matter.

1. Compare the space occupied by various objects, seeds, fruits, grains, developing the idea of extension, length, breadth and thickness.

In the comparisons above or by cubes of fruit, chalk, wood, lead and clay prepared by the pupils, evolve idea of weight and density. Let some pupils make a small scale pan balance composed of a lever of wire about six inches long, with hooks at ends, upon which to hang the pasteboard pans suspended by threads. Weights may be made from sheet lead by pupils. Compare weights of objects used.

2. Bend, twist, compress, or stretch, splinters, twigs, limbs of trees, balloons, seed coverings, etc., to illustrate elasticity; that substances regain their former shape when the force is removed which disturbed them, unless the limit of elasticity is passed.

3. Crush or grind pollen, lumps of dirt, food, etc., to teach divisibility.

4. Soak beans, grain, rice, oatmeal or seeds in a measured quantity in a glass tumbler, noting absorption of water. See how much sugar, salt or fine sand can be poured into a tumbler brimful of water. Set a tumbler full of water aside for several hours and note the collection of air bubbles on the sides.

Illustrate again by marbles, peas and shot.

Where does the water or sand go to? Where does the air come from? Idea of Porosity.

Fit a glass funnel through a cork into mouth of a small bottle or test tube and see if water can be poured in. Why not? Pull cork out a little. Impenetrability: Put the hand in a tumbler of water, or push an inverted tumbler or test tube into a jar of water. Does it fill? Why not? Suggestions: Where does the rain or snow come from? Where does the moisture in our breath go to? What becomes of the sugar we put in our milk or tea? What is soda water?

SOLUTIONS.

6. Call attention to the effect produced in kicking feet against door posts when the feet are muddy or caked with snow; of the sudden motion of cars upon occupants, etc. Exp.: Place a coin on a ruler and move ruler suddenly to right or left to develop idea of Inertia.

7. Can coal, water or wood be destroyed? What becomes of it? Indestructibility: Tell the story of Raleigh's wager with Elizabeth (tobacco pipe). Teach idea of Mobility, Compressibility and Expansibility.

8. Flatten lead shot, bullets, tin foil and other metals, try quartz. Malleability.

Break live and dead woods, glass, Brittleness. Note differences between crackers and peppermints and gum and caramels.

9. Stretch or pull out gum, glass (heated), putty, wood and iron developing ideas of ductility and tenacity.

10. Compare and note peculiarities of such substances as molasses, syrups, honey, tar, beeswax, sealing wax, developing idea of viscosity. Co-ordinate with work in mineralogy, let pupils make a collection of substances illustrating the scale of hardness.

(1) Talc or gypsum can be easily scratched with finger nail.

(2) Selenite can be easily scratched with finger nail and scratches 1.

(3) Calcite scratches copper and is scratched by it and scratches 2.

(4) Not scratched by copper and does not scratch glass. Fluorite.

(5) Scratches glass with difficulty, scratched easily by knife. Apatite.

(6) Feldspar scratches glass easily, scratched by knife with difficulty.

(7) Quartz, not scratched by knife.

(8) Topaz scratches quartz.

(9) Corundum scratches topaz.

(10) Diamond.

12. Compare quartz, salt, sugar,

glass, glue, chalk, rock candy. Evaporate solutions and form crystals on glass, noting method in arrangement to be Crystalline or Amorphous.

13. Compare ice, water (steam), and air for permanencies of shape, resistance to pressure, whether they may be poured or not.

How can ice be made water; water, ice or steam? Evolve ideas of the states of matter. Solid and fluid.

Fluids are liquid or air-like.

Air-like and aeriform include gases and vapors.

What is the difference between gas and vapor?

What are the universal, general, characteristic and special properties given? Make lists.—John P. Patterson in Colorado School Journal.

Santa Claus is making his headquarters, as usual, at Famous, Broadway and Morgan. The display of holiday novelties and articles appropriate for Christmas Gifts and presents far surpasses anything heretofore shown in this popular store. Teachers should bear in mind that Famous is opening accounts with all who desire to do so, and further, special inducements will be offered on all purchases made.

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COUNTY GEOGRAPHY.

BY ROSE A. MARION.

(Although this article applies to St. Clair County, Illinois, it contains many suggestions that will apply to any county.—Ed.)

One summer day, while seated in a teachers' institute, when the mercury was bravely holding its own in the nineties, listlessly attending a geography lesson, my drowsiness was driven away by a request for notebooks and pencils. The instructor copied on the blackboard a plan to be used in teaching about Asia. The formula was noted to be laid away and foreign geography became one of my branches. That fall it was my unexpected duty to teach county geography. While waiting to form a plan for the entire term my geography time was used in relating in story form and having reproduced orally the history of our county, passing gradually from the Mound Builders with their mysterious surroundings to the Indians, in which the children were greatly interested. Many were the stories told that came fresh from the home circle of the night before, proving that a portion of the school work had already blossomed and was beginning to bear fruit. With the Indians we talked of their constant friends, the old French pioneers and their home city, Cahokia. Some of the children were of French descent and they brought us some of the traditions that had come down from their ancestors. From here we went on with the other inhabitants—the German emigrants, and those from other States and where they settled. The story of Cahokia's past greatness and the treachery of the Mississippi, paved the way for the removal of the county seat from Cahokia, and the building of the new Court House in the corn field that is now the beautiful city of Belleville. Of course, we laid much stress on the history of our own city, which would be natural in any place. When we had completed our historical work the hazy October days reminded us that summer had fled and that we had only a few weeks more to gather what we could from the woods in the way of leaves and flowers. So, from history we went to botany in a very modified form. The ordinary fall flowers were brought in from the woods, talked about and named. Of course, the spring flowers were gone, and as the class could only have county geog-

raphy for a term, the best that could be done was to talk about them in such a way that they might be recognized in the spring. Fortunately, one of the pupils resided in the country. He kindly collected for the room leaves from the various forest and orchard trees. These were shown to the class and their names and uses discussed. This may seem like skimming to many teachers, but knowledge of tree craft is not part of the untaught learning of the city child. During this work the last summer's note book was taken from its resting place and the outline for the study of Asia modified until it was adaptable to St. Clair County. It is here given in its St. Clair County form. If it shows strong points credit them to the master mind that first formulated it, if, on the contrary, it is weak, charge it to the account of the modifier.

1. Position—That is in the south western part of the State. The adjoining counties and their direction from St. Clair were spoken of here.

2. They were told that the greatest length of the county is thirty miles, its greatest width thirty miles, but that its area is only 630 square miles, to illustrate which a rough sketch of the county's irregular shape was drawn. They were not required to memorize this, but from the areas of the State and county a nice little arithmetic problem was drawn, which helped to make this fact remembered without noticeable effort.

3. Outline—To teach this a map of the county carefully scaled was drawn and placed in a conspicuous place, where it might be studied and reproduced as busy work.

4. Surface, or Relief—Of course, here the bluffs, prairies and the bottom were spoken of, and as pupils could see both bottom and bluffs from the school window the lesson was not uninteresting.

5. Drainage—The Mississippi, so dear to every East St. Louis boy's heart, and the various creeks of the county were discussed, their various uses shown and their names learned. All the children had seen the Mississippi and the Cahokia, some had been to Belleville and seen the Richland, many had crossed the Okaw, still others had stood on the banks of the Silver Creek, and, of course, the boys had been to the mouth of the Prairie du Pont, which is interesting because it carries the waters of the Grand Marias to the Mississippi in such a

round-about way, and because on its banks the first mill in the county was built.

6. Climate—Here the children were told of the variety of climate in the State of Illinois, how St. Clair County is warmer than the counties in the northern part of the State, and pupils who had formerly lived in other places vouched for the fact.

7. Vegetation—The country boys and girls helped out wonderfully here, telling of the various things that may be raised in the county and of the prevailing crops.

8. Animals—First we talked of the domestic animals, which were familiar to every boy, and then we learned of the wild ones, also of the birds and fishes that frequent our woods and waters. The children whose fathers enjoyed hunting or fishing were happy ones during these lessons, they could tell so much of the denizens of the forest.

9. Man—Under this head the races of men seen here and the languages generally heard were discussed. A little civil government was attempted by telling of the principal county officers, the names of the officers, and their duties. As some were home men whom the children knew or had heard of, this was not dry enough to be dusty. Township organization was explained and some of the names of the townships taught. The principal industries of the people were learned by means of inquiry at home and from other sources.

10. Cities—The names of the various cities and towns of the county were learned, something particular about each one was pointed out, their distance and directions were spoken of, also the railroads connecting them with home.

11. Railroads of St. Clair County was given out as a topic to find something about. The boys used the freight cars as their encyclopedias, and one day a little fellow seriously remarked that the Canada Cattle Car Company was one of the leading railroads entering East St. Louis. Here the railroad men assisted us. Their children came to school with the names of the railroads, and their destinations and related them for the benefit of the class.

12. Miscellaneous—Under this head history properly belongs, and other things that cannot be conveniently taken time for elsewhere, such as some slight work in mineralogy, talks about

the beautiful places of the county and its general scenery.

By the time we reached this far, and reviewed the semi-annual examinations and promotions came, the pupils said "good-by" to their teacher, and my county geography for the year was over. My scheme may not be a good one—take it for what it is worth; nevertheless, some of the happiest moments of life were spent in talking of the county of my birth,

That land so fair, so fair,
The dear, old county of St. Clair.

Northwest Missouri District Association.

Preparations for the big meeting of teachers at Mexico, December 26 to 28, are being rapidly pushed to completion. One of the best programmes that has ever been offered is well under way. The following are some of the subjects under discussion: "Why We Fail," "Use of School Library," "Shortcomings of Our Courses of Study," "The Teacher as a Factor in Society," "Incentives to Study and Right Conduct," "School Examinations—Pro and Con," "The Legal School Age—Shall It Be Lowered?" "Correlation of Studies," "Percentage in Arithmetic," "History and Civil Government Treated Inductively," "State Recognition of the Work Done in Private Schools."

The declamatory and oratorical contest is exciting considerable interest. Two gold watches will be offered as prizes, one to the best declaimer among the female teachers; the other, to the best orator among the male teachers; no county to be entitled to more than one representative. This contest will furnish rare entertainment for one evening.

With characteristic enterprise and liberality the American Book Company and the Werner Publishing Company have each offered prizes of valuable books to the county enrolling the largest percentage of her teachers at the meeting.

The books offered by the American Book Company constitute "The Teachers' Reading Circle Library." It consists of the following valuable works: "Page's Theory and Practice"; "White's Pedagogy"; "White's School Management"; "King's School Interests and Duties"; "Shepherd's Historical Readings"; "Skinner's Readings in Folklore"; "Wood's How to Study Plants"; "Hale's Light of Two Centuries"; "The

Schoolmaster in Literature"; "The Schoolmaster in Comedy and Satire." In all, ten valuable books.

The Werner Book Company offers its valuable "Working Teachers' Library"; "Page's Theory and Practice" (Greenwood edition); "Practical Lessons in Science"; "Practical Lessons in Psychology" (Krohn); "Manual of Information"; "The Teacher in Literature." Five excellent books.

Railroads and hotels will give reduced rates. Mexico will accord the teachers a hearty welcome. Miss Martha Shea, at the head of the local committee, with a corps of able assistants, will see that everything is ready for our reception. Let us all attend. Write for programme to J. M. Rouse, secretary, Troy, Mo.

SPELLING.

- 1. inherent, 26. industrial.
- 2. judgment, 27. distribution,
- 3. emphasize, 28. humiliating,
- 4. discriminate, 29. arousing,
- 5. appropriate, 30. obedience,
- 6. ennobled, 31. courtesy,
- 7. exclusively, 32. specially,
- 8. imagination, 33. cheerfully,
- 9. procedure, 34. automatic,
- 10. boisterous, 35. habitual,
- 11. denial, 36. Chattanooga,
- 12. generosity, 37. scrupulous,
- 13. deception, 38. diversion,
- 14. submission, 39. assuming,
- 15. fidelity, 40. reversal,
- 16. happily, 41. excusable,
- 17. avenue, 42. observance,
- 18. apology, 43. permitting,
- 19. volition, 44. generously,
- 20. temperature, 45. competent,
- 21. increasing, 46. prevalence,
- 22. strengthen, 47. erroneous,
- 23. social, 48. radical,
- 24. defiling, 49. superior,
- 25. buying, 50. Potomac.

"IN case of an accident to the lecturer, or if he should die or be hung before the evening of the disturbance, this ticket will admit the bearer to a front seat at the funeral, where he can sit and enjoy himself the same as at the lecture."—From Eli Perkin's Season Lecture Ticket.

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spears, that his death may give life to his country. So Nathan Hale, disdaining no service that his country demands, perishes untimely, with no other friend than God, and the satisfied sense of duty. So George Washington, at once comprehending the scope of the destiny to which his country was devoted, with one hand puts aside the crown, and with the other sets his slaves free. So, through all history from the beginning, a noble army of martyrs has fought fiercely and fallen bravely for that unseen mistress, their country. So, through all history to the end, as long as men believe in God, that army must still march and fight and fall—recruited only from the flower of mankind, cheered only by their own hope of humanity, strong only in their confidence in their cause.—George William Curtis.

NATIONAL NORMAL UNIVERSITY.

Pedagogical degrees at the National Normal University, Lebanon, Ohio, are conferred only upon those who have studied the common branches in that University, as well as the higher branches in the prescribed Pedagogical Course.



"The First School Year," for primary workers, by Katherine Beebe (147 pp.; 75c.), the Werner Company, Chicago, deserves to be widely known and studied by primary teachers. This author is well acquainted with the kindergarten, and its sane and wholesome teachings pervade the whole conception of primary work, but the book has to do with the primary school and not with the kindergarten. Its themes are plays, games and songs; gifts, occupations and materials; science work, festivals and holidays; color, form and number; trades, industries, art, artisanship; self-expression in the school room; literature for school children; concentration in plans of work; growth in school life; what the kindergarten does for children. This excellent work is put forth by the publishers in attractive form and beautiful printing, such as makes it really a pleasure to hold the book in the hands and turn its pages. It will be a great help to any primary teacher.

"Twenty-five Letters on English Authors," by Mary Fisher. S. C. Griggs & Co., Chicago. Mr. S. C. Griggs has always endeavored to counteract the influence of bad literature by producing that which is good. This book is a real help in answering the important question, What shall I read? It will give the young a real taste for good literature. It is a splendid book for any school library, and we hope many young people may be benefited by it.

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The American Journal of Sociology for November presents an extremely interesting and suggestive table of contents, all of which must prove specially suggestive and stimulating to every thoughtful citizen, while one article at least ought to be carefully read by every teacher, viz.: that on "The Relation of Sociology to Pedagogy," by Prof. Arnold Tompkins, of the University of Illinois.

This Journal is issued bi-monthly from the University of Chicago Press and is edited by Prof. Albion W. Small and his assistants of the Department of Sociology in the University of Chicago. It takes high rank, is independent, covers the ground of the most universal and immediately pressing interests of our time, and thus appeals directly to all who really desire to know the spirit of the age in which they live.

The Literary World (Boston) though now well of age, yet shows no signs of growing "aged." On the contrary it is full as ever of fresh news concerning fresh books, actual and prospective.

The Dial (Chicago) though dealing specially with current literature, yet includes the educational feature in a very suggestive and valuable way. For example the teaching of English in the various universities has received special attention during the past year, awakening so much interest as to call for the reproduction of the articles in book form.

The Citizen is published monthly by the "American Society for the Extension of University Teaching," at one dollar a year. It has not yet completed its first year but is clearly fulfilling the aim expressed in its motto to the effect that "University Extension is for the people. It aims, through instruction by university men, to make life more interesting and enjoyable; to awaken a sense of responsibility; and to encourage habits of sound thinking and right conduct." The strong hold which University Extension has taken upon the public mind is shown in the fact that while "in the history of the American theater there has probably been no such disastrous season as that of last year," yet during this trying year "a greater number of lectures (of this type) were given than ever before."

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The curfew tolls the knell of parting day;
My watch shows nine o'clock to be the hour;
My club, a mile ahead, goes on its way,
And I'm not with them, for I've not the power.

Now fade their glimmering "Millers" from my
sight,
And, bar bad words, the air a stillness holds,
And ne'er a rider past me wheels his flight,
While I sit here and swear and dream of colds.

Perhaps in this neglected spot will stand,
Some other eve, a rider who, like me,
Will be alone—no railway near at hand,
While miles ahead his club-mates swiftly flee.

Far from the madd'ning crowd's ignoble strife
I stand, but don't appreciate the boon;
Shall I stand by this roadside all my life?
Shall I live long, or will kind death come soon?
Haply some hoary-headed swain my stray,
Belated, plodding homeward, sure but slow;
Haply he'll to the station show the way
If to his purse I hint a "bob" might go.

Oh, will this ditch hold my unburied dust,
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DEPARTMENT OF EDUCATION.

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CIRCULAR, NO. 2.

The following questions, referring to schools outside the cities of St. Louis and Kansas City, are frequently asked:

First—Can any other book be substituted for use in the public schools in place of a book adopted by the School Textbook Commission?

Second—Can Reed & Kellogg's "Grammar" be introduced in a public school after the completion of "Hyde's Second Book in Language"?

Third—What authority is given for the use of supplementary reading books?

Fourth—When does the present school textbook law expire?

Answer, First—Section 11 of the textbook law is as follows: "No textbook upon the subjects named in section 5 of this act, except those contracted for by said Commission shall be used or taught in any public school within this State." The subjects named in section 5 of the textbook law are, "Chart, reading, spelling, English grammar, arithmetic, geography, history, civil government, physiology and penmanship." Section 12 of the same act is as follows: "Any school director or board of school directors who shall sanction or permit any other textbook, or books in the same branches and of the same grade as those herein above provided for, to be used in any public school of such district, shall be deemed guilty of a misdemeanor and upon conviction thereof shall be fined not less than \$5 or more than \$25 for each offense." It is, therefore, clear that no grammar or arithmetic or other textbook can be legally substituted for those adopted by the School Textbook Commission.

Answer, Second—No textbook on grammar or any other subject can be legally substituted for the books adopted by the School Textbook Commission under color of being of a higher grade than the ones adopted by the School Textbook Commission. Whether any other grammar than "Hyde's Language Book" is necessary to prepare students for entering the High School or for studying other languages or for going out into practical life, is a disputed question which this office does not undertake to settle. But it seems to be an established and recognized fact that the textbooks in arithmetic, grammar, geography and United States history can be completed in the ward schools of cities and towns

and also that the same can be completed in the first seven or eight years of a country school, and that after a full and thorough completion of said textbooks adopted by the School Textbook Commission, the Board of Education of any school district is authorized to designate the books which, in their judgment, are suitable as High School textbooks, or textbooks to follow those adopted by the School Textbook Commission. Where physiology and civil government are studied, whether as ward school, country school, or High School subjects, of course, the textbooks adopted by the School Textbook Commission must first be used, and fully and thoroughly completed before any other books on these subjects can be introduced as textbooks.

Answer, Third—It is the opinion of this department that public school pupils cannot be required to purchase any additional reading books under the claim that the same are for supplementary reading, but it is held that where teachers or the Board of Education will supply additional reading matter for reading, the children may practice upon such additional reading matter or may read the same for information, providing the use of such supplementary reading matter does not in any way, or to any extent, displace the readers adopted by the School Textbook Commission.

Answer, Fourth—It is held by this department, and no one seems to question the holding, that the present school textbook law ceases to be operative September 1, 1896; and, that thereafter the Board of School Directors of each school district in the State of Missouri are free to exercise their own choice as to what books shall be used in the schools of their district. Very respectfully,

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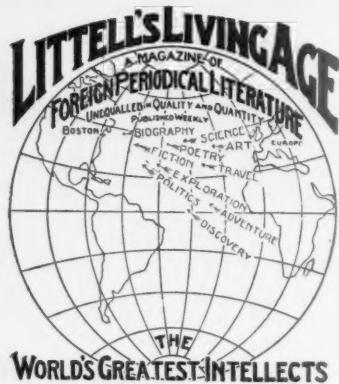
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